The Access Center
Improving Outcomes for All Students K-8

Access and Alternate Content Standards for Students with Significant Cognitive Disabilities

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south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Objectives of the Presentation

Participants will:

- Understand the requirements from IDEA 04 and NCLB relating to access to the general education curriculum

- Identify the pros and cons of past Curriculum Trends for Educating Students with Significant Cognitive Disabilities

- Be able to define “access to the general education curriculum for students with significant cognitive disabilities”

Objectives of the Presentation

Participants will:

- Be able to describe who participates in alternate assessment
- Become familiar with the South Dakota Alternate Content Standards in math and reading
- Understand how to align the alternate content standards with the IEP, instruction, and assessment

Requirements of IDEA 04

- A statement describing how the child's disability affects the child's involvement with and progress in the general curriculum.
- A statement of measurable goals to enable the child to be involved with and progress in the general curriculum; and
- A statement of the services, program modifications, and supports necessary for the child to be involved in and progress in the general curriculum.

Requirements of IDEA 04

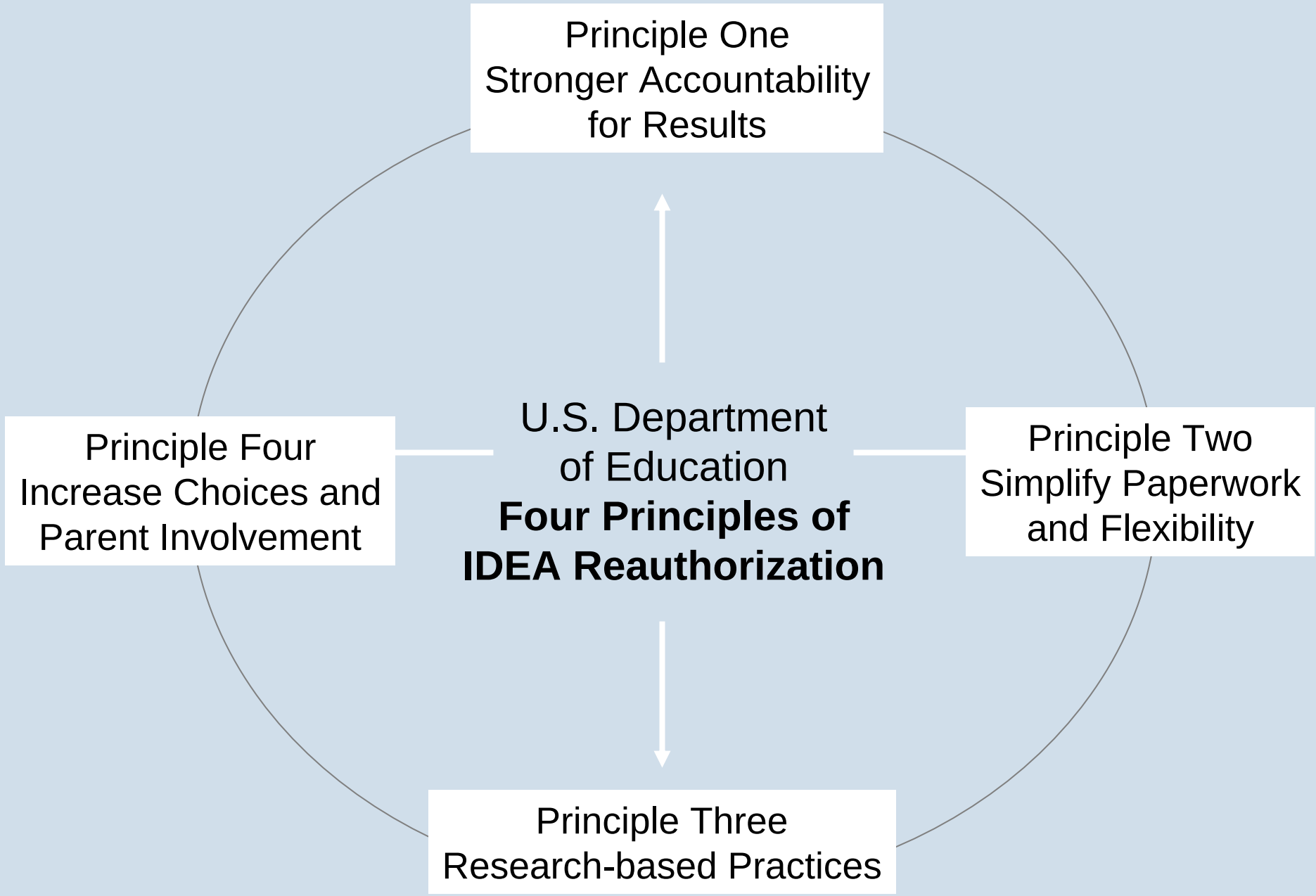
Alternate Assessments—If the IEP team determines that a child should take an alternate assessment, the IEP must contain "***a statement of why the child cannot participate in the regular assessment, and the particular alternate assessment selected is appropriate for the child.***" 20 U.S.C. 1414(d)(1)(A)(i)(VI)(bb).

Assistive Technology—The IEP Team shall consider whether the child "***needs***" assistive technology devices and services. 20 U.S.C. 1414(d)(3)(B)(v).

Assessment of Students with Disabilities

Requirements for Alternate Assessments— Alternate assessments must (1) be aligned with the State's challenging academic content standards and challenging student academic achievement standards; and (2) measure the achievement of children with disabilities against any alternate academic achievement standards promulgated pursuant to NCLB. 20 U.S.C. 1412(16)(ii).

Universal Design—Assessments must conform to "universal design principles." 20 U.S.C. 1412(16)(E).


Principle One
Stronger Accountability for Results
Principle Two
Simplify Paperwork and Flexibility
Principle Three
Research-based Practices
Principle Four
Increase Choices and Parent Involvement
U.S. Department of Education
Four Principles of IDEA Reauthorization

"Education can be made more effective" by coordinating IDEA with "improvement efforts under the [NCLB]."

20 U.S.C. 1401(c)(5)(C).

NCLB THEMES

- Highly Qualified (HQ) Teachers
- Core Academic Subjects
- Access to the general curriculum in the “regular classroom”
- Scientifically based instruction
- Whole-school approaches
- Participation in State and district-wide assessment
- Modifications are now called “accommodations.”

HIGHLY QUALIFIED

No Exemptions
Focus: Education, Certification, Demonstrated Competence
States can have HOUSE requirements for special education teachers who teach the following:

- Multiple subjects
- Exclusively to Alternate Achievement Standards Students

Highly Qualified Requirements

- Special Education Teachers can fall into two categories
  1. Teaching Core Content Areas – Providing primary instruction in content area and/or teacher of record
  2. Not Teaching Core Content Areas – Providing consultative services and assistance and/or not considered teacher of record

New Teachers Teaching Core Content

(less than 3 years teaching experience)

1. Full State Certification in Special Education (K-8 or K-12) **and**
2. Bachelor's Degree **and**
3. PRAXIS II 0014 (teachers grades K-5)

   or

   PRAXIS II 0146 **or** Major in content area **or**

   PRAXIS in content area (teachers grades 6-12)

Existing Teachers Teaching Core Content

1. Full State Certification in Special Education (K-8 or K-12) **and**
2. Bachelor's Degree **and**
3. HOUSSE Rules – **one** of the following
   a) PRAXIS II 0014 (teachers grades K-5)

      or

      PRAXIS II 0146 **or** PRAXIS in content area **or** Major in content area (teachers grades 6-12)
   b) Fully authorized by State of SD for core content **and** at least three years teaching experience

Teachers teaching students with significant cognitive disabilities

1. Full State Certification in Special Education (K-8 or K-12) **and**
2. Bachelor's Degree **and**
3. Elementary preparation (full state certification for elementary and Bachelor's degree)

   or

4. PRAXIS II 0014 **or**

   PRAXIS II 0146 (recommended)

Teachers Not Teaching Core Content Areas

1. Full State Certification in Special Education (K-8 or K-12)

Curriculum Trends for Students with Significant Cognitive Disabilities

- Developmental Model
- Functional Curriculum
- Social Inclusion Movement
- Self-Determination Model
- General Curriculum Access

(Source: Browder et al, 2004)

Discussion Point: Walk the Wall

- Divide into 2-4 teams (A, B, C, D)
- Move to designated area
- Divide each team into 5 groups (1,2,3,4,5)
- Assign Note-taker for each subgroup
- Record **pros** and **cons** for your curriculum era; move on to **next** curriculum era when directed
- Review **pros** and **cons** and add **further points**; repeat until back to starting point

Developmental Curriculum (1970s)

- What it looked like…
  - Visually track object
  - Find partially hidden object (object permanence)
  - Put peg in pegboard
  - Wash hands and use the toilet
  - Motor imitation (“Pat your head”)

  (National Alternate Assessment Center, 2005)
- Why rejected…
  - Not chronologically age appropriate
  - Not functional (i.e., did not promote skills of daily living)
  - Readiness- never ready
  - Students did not follow the developmental sequence
  - “Criterion of ultimate functioning” in community- teach what student needs for life

Functional Curriculum (1980-1990)

- First options for adults with severe disabilities to live and work in the community
- Curriculum based on what is needed to live and work in the community
- “Ecological inventory”- assesses the environment to identify needed skills
- Chronologically age appropriate; also called “top down” curriculum
- Applied behavior analysis foundation for systematic instruction methods widely supported in research

(National Alternate Assessment Center, 2005)

Functional Curriculum

- **What it looks like…**
  - Task analysis of 10 steps to place an order at Burger King
    - (Go to counter…place order…etc.)
  - Repeated trials of counting out $5.00
  - Repeated trials of reading sight words: “hamburger,” “fries”
- **Current status…**
  - Continues to be valued and promoted in texts in Severe Disabilities
  - Some critics suggest that it promotes separate curriculum; atypical school experience
  - Most educators blend functional with academic

(National Alternate Assessment Center, 2005)

Social Inclusion Movement (Mid 80s and 90s)

- Inclusion in general education as a civil right
  - Neighborhood school, general education class, “belonging”/full membership
  - Activities to promote social inclusion/teach social interaction
- Self determination
  - Emphasis on student making own choices; person-centered planning
- Provide support for inclusion versus expecting student to earn inclusion by learning “prerequisite” skills

(National Alternate Assessment Center, 2005)

Self Determination Model (late 90s)

- **What it looks like**
  - Choose restaurant; choose order
  - Greet peer in English class
  - Self instruction to perform job task
  - Pass item to peer in cooperative learning activity
  - Use switch to make choice or activate a device

  (National Alternate Assessment Center, 2005)

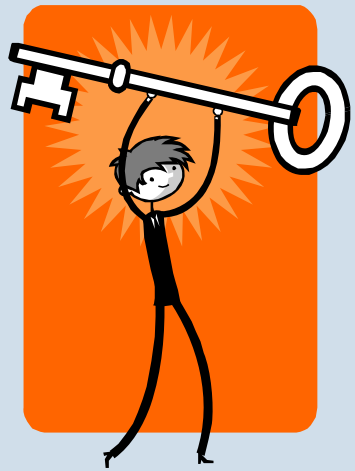
- **Current Status**

  - Some states' alternate assessment include quality indicators related to inclusion, self-determination factored into student scores

  - General curriculum access as a "right"; versus earning it with progression of skills

Access to the General Education Curriculum (late 90s to present)

- Not just access to general education settings but access to CONTENT and expectation for learning
  - Even students in separate settings have this expectation
- Assessing progress on state alternate content standards
- Teaching grade level academic content with expectations for alternate achievements



Access → Quality

"Our first challenge was to gain access to school programs for children with disabilities. Now that we're in the door, we'll need to ensure a quality education."

Robert Pasternack, July 2002

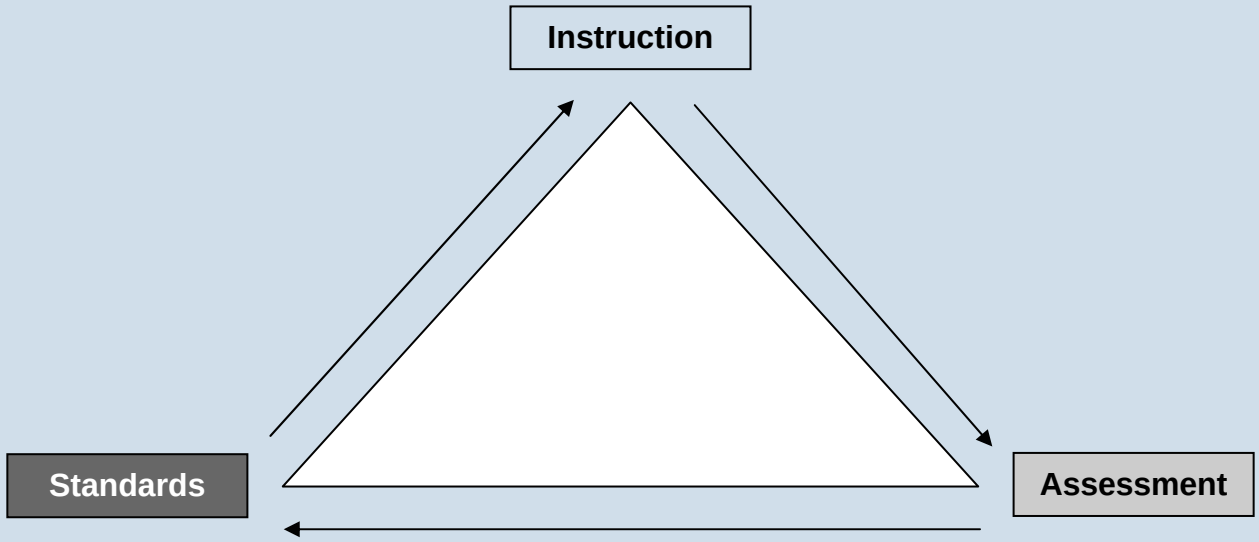
Access to the General Curriculum

- All students having the opportunity to learn academic content
- Sequential versus catalog approach to curriculum
- Availability of assistive technology and digitally accessible materials
- Less complex performances of grade level achievement standards
  - But high expectations are creating success stories

(National Alternate Assessment Center, 2005)

Access to the General Education Curriculum:

Integrated System of Standards, Instruction and Assessment



Access to the General Curriculum

- **What it looks like…**
  - Same/ similar materials and activities as peers in general education
  - Indicate comprehension of main idea of story by selecting picture
  - Use technology to solve math problem; chart data
  - "We're learning how to do it better each day"

  (National Alternate Assessment Center, 2005)

- **Current status…**
  - New for most educators; including experts in the field
  - Many students receiving academic instruction for the first time
  - Some educators worry about loss of focus on functional curriculum; see it as either/or

Ways students with significant cognitive disabilities can gain access to general curriculum:

- Demonstrate standard as written.
- Alternate form
- Completing the critical function of the standard but at a lower complexity level.
- Access Skill

(Kleinert, Kearns, 2001)

Important Lessons to Integrate into General Curriculum Access

- Developmentally appropriate practices based upon age appropriate materials and skills.
- Functional skills are a high priority for this population of students.

Important Lessons to Integrate into General Curriculum Access

- Self-determination skills appear to make a difference in the students' post-school life.
- Important to focus upon skills that make students more successful in current and future social, community and work environments.

(National Alternate Assessment Center, 2005)

Benefits of integrating standards with instruction & assessment:

- Teachers who incorporate learning standards into their instruction cite unanticipated gains in students' performance and understanding (Massachusetts Department of Education, 2005).
- Positive correlation between alternate assessment scores and students' growth on their IEP skills (Browder, Karvonen, Davis, Fallin & Courtade-Little, 2005).
- Data gathered for alternate assessment can bring instructional focus and clarity to a student's program (Kleinert & Kearns, 2001).

Discussion Point

Discuss the following question:

How can you integrate academic and functional skills into your instruction?

What are alternate standards?

- Substantially different expectations for student mastery of grade-level content
  - the content is more restricted in scope or complexity and may take the form of introductory or prerequisite skills.
- Must be clearly related to grade-level content.

(United State Department of Education, 2005)

Alignment of Content with Alternate Standards

- Represent similar achievement levels
  (basic, proficient, advanced)
- Represent a similar pattern of emphasis
- Represent both content and process
- Represent an increasing range of cognitive complexity

Alternate Content Standards

- Must be *linked* to grade-level content standards
- Promote access to the general curriculum
- Reflect professional judgment of the highest learning standards possible

SD Alternate Content Standards

- Are entry points to grade level content standards
- Allow students to progress toward grade level general content standards by entering the curriculum at their present levels of performance.

How to use Alternate Content Standards

- As a basis for the development of the IEP
- To align and develop instruction based on the IEP and grade level content
  - Areas that have sometimes been regarded as unrelated to grade level standards can now be viewed in the context of their roles as a foundation for academic skills and provide access to grade level content.

Who will use Alternate Content Standards?

- Even with modifications and accommodations, the general education standards are deemed inappropriate for the student's cognitive ability and adaptive skill levels.
- The student requires extensive direct instruction in multiple settings to apply and transfer skills.
- The student requires substantial adjustment to grade level content standards.
- A student is **not eligible** to use the Alternate Content Standards if the primary reason for consideration is the result of extended absences, visual, auditory or physical disabilities, social, cultural or economic differences.

Alternate Content Standards

- Will enable ***ALL*** students to access the grade level content.
- Will bridge the gap to grade level standards
- Are vertically aligned and linked to the general content standards

Alternate Content Standards Documents

- Standards printed as a Reading and Math bound document
- Each document contains:
  - Introduction (same in both)
  - Summary
    - General and Alternate standards side-by-side
    - Performance descriptors
  - Standard Document
    - All information in summary document
    - Target skills

Descriptors

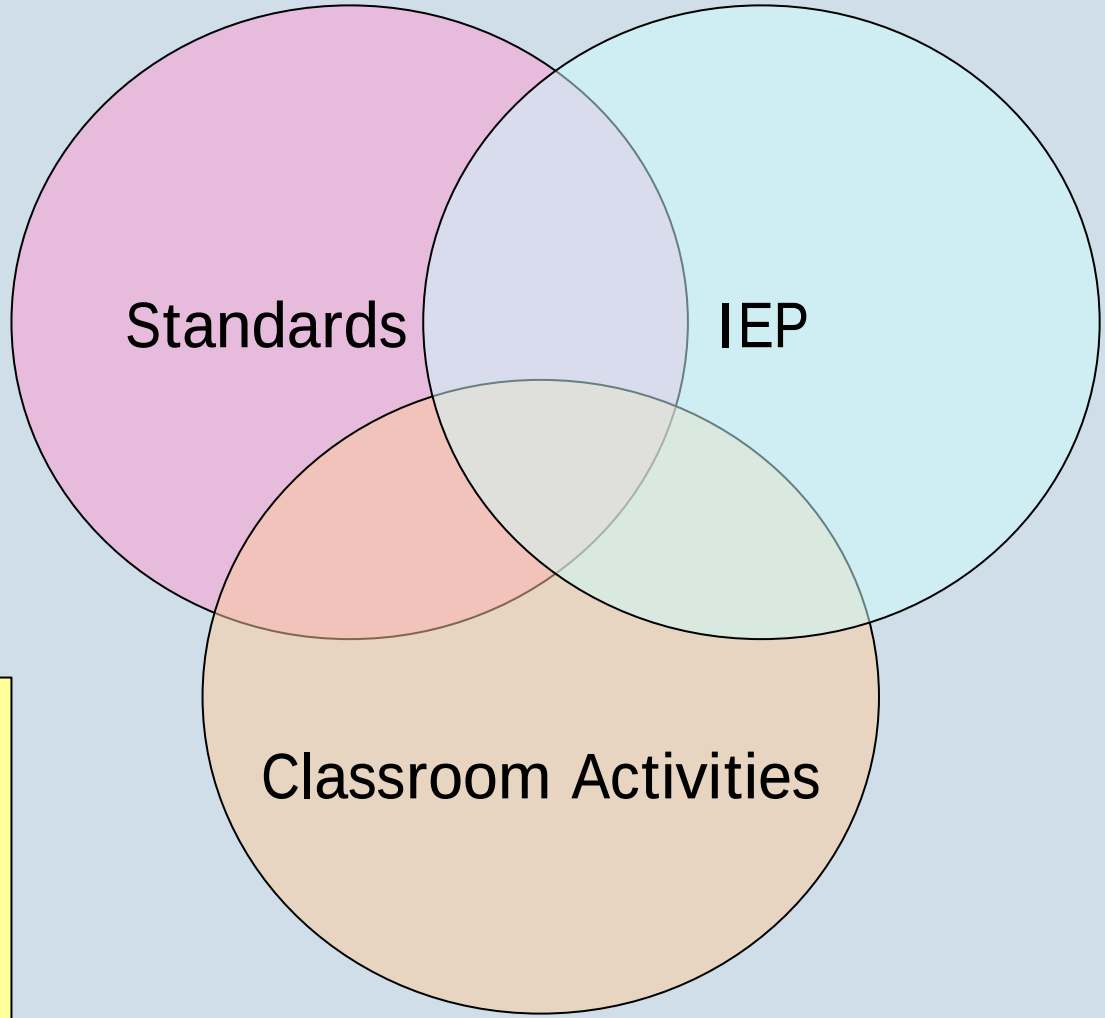
Levels	Descriptors
Advancing	Advancing students demonstrate knowledge and skills consistently across multiple settings without support.
Applying	Applying students demonstrate knowledge and skills more than once in more than one setting without support.
Developing	Developing students demonstrate knowledge and skills once in one setting with minimal support.
Introducing	Introducing students attempt to demonstrate knowledge and skills once in one setting with support.

- Not only does the complexity of the skill increase at each level, but the expectations for accuracy, frequency, setting and support increase as well
- Support is defined as providing directed help or assistance through such means as encouragement, prompting, or by personally aiding the student to accomplish a task.

Target Skills

- Not included when the meaning of the standard should be evident without clarification
- Provide students an entry point to access grade level content
- Examples of instructional activities
- Not an all inclusive list

The greater the overlap, the more comprehensive and unified the instruction will be.



Gathering information for assessment will be easier too!

Goals, Standards and Assessment

- Teachers need to begin considering how IEP goals and objectives are linked to standards
- Collect data to assess progress
- Consider requirements for alternate assessment and the alignment of the IEP to the standards





Who takes the Alternate Assessment in South Dakota?

- IEP teams determine how the student accesses grade level content
  - General Content Standards
  - Alternate Content Standards
- Students need to have an active IEP with annual goals and short term objectives which focus on alternate content standards





Assessment Update

- 2004-2005 first year students who met significant cognitive disability criteria, took an alternate assessment, and scored proficient could count as proficient for AYP purposes

Who took the Alternate Assessment in ’04-’05?

- Last year, 686 students took STAARS- of that total 549 were identified with a significant cognitive disability.
- Total number of students identified with significant cognitive disability who scored proficient:
  - Math: 360
  - Reading: 374

Significant Cognitive Disability Eligibility Criteria

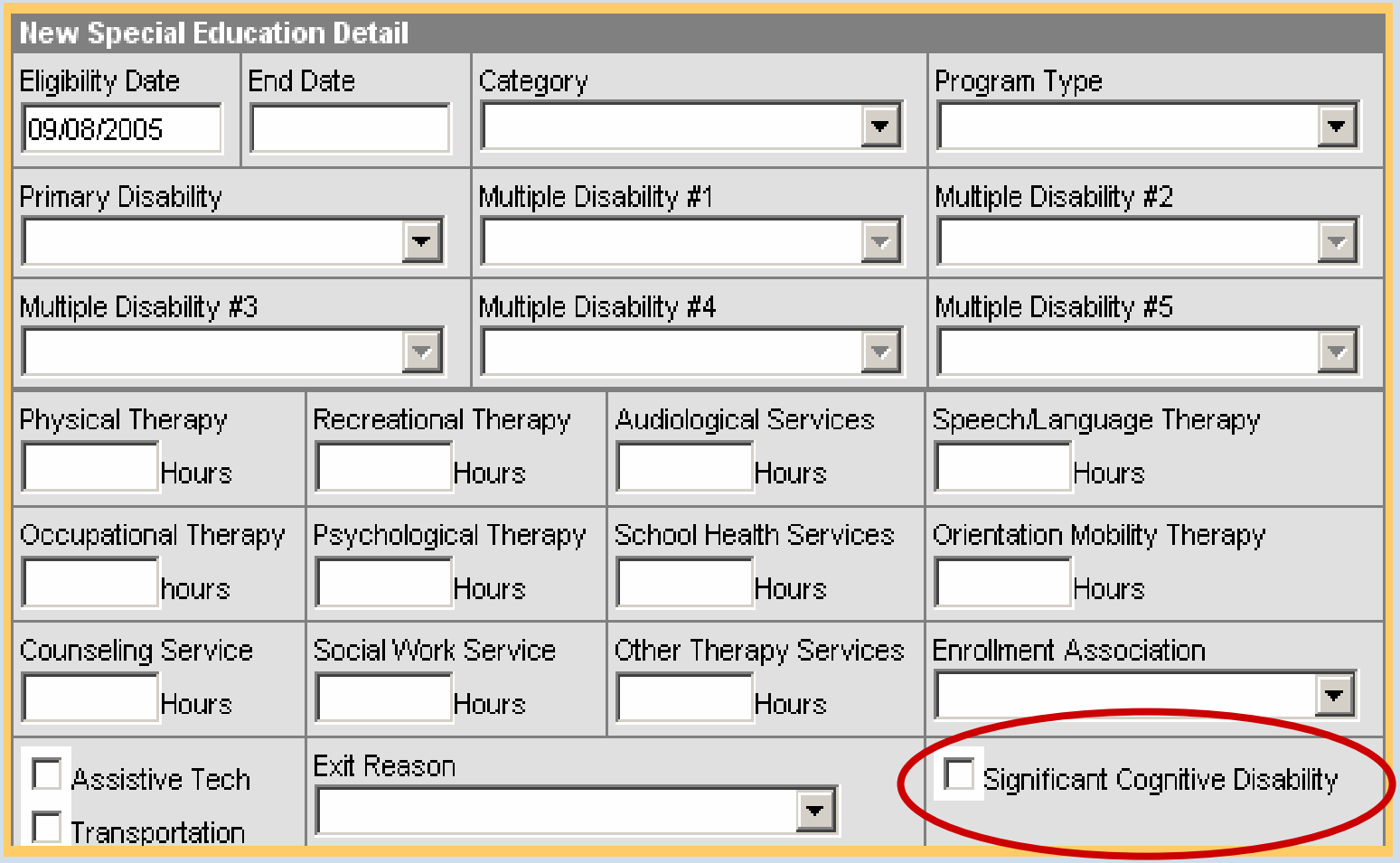
- Who are students with the most significant cognitive disabilities?

http://doe.sd.gov/oess/specialed/ruleexemption/index.asp

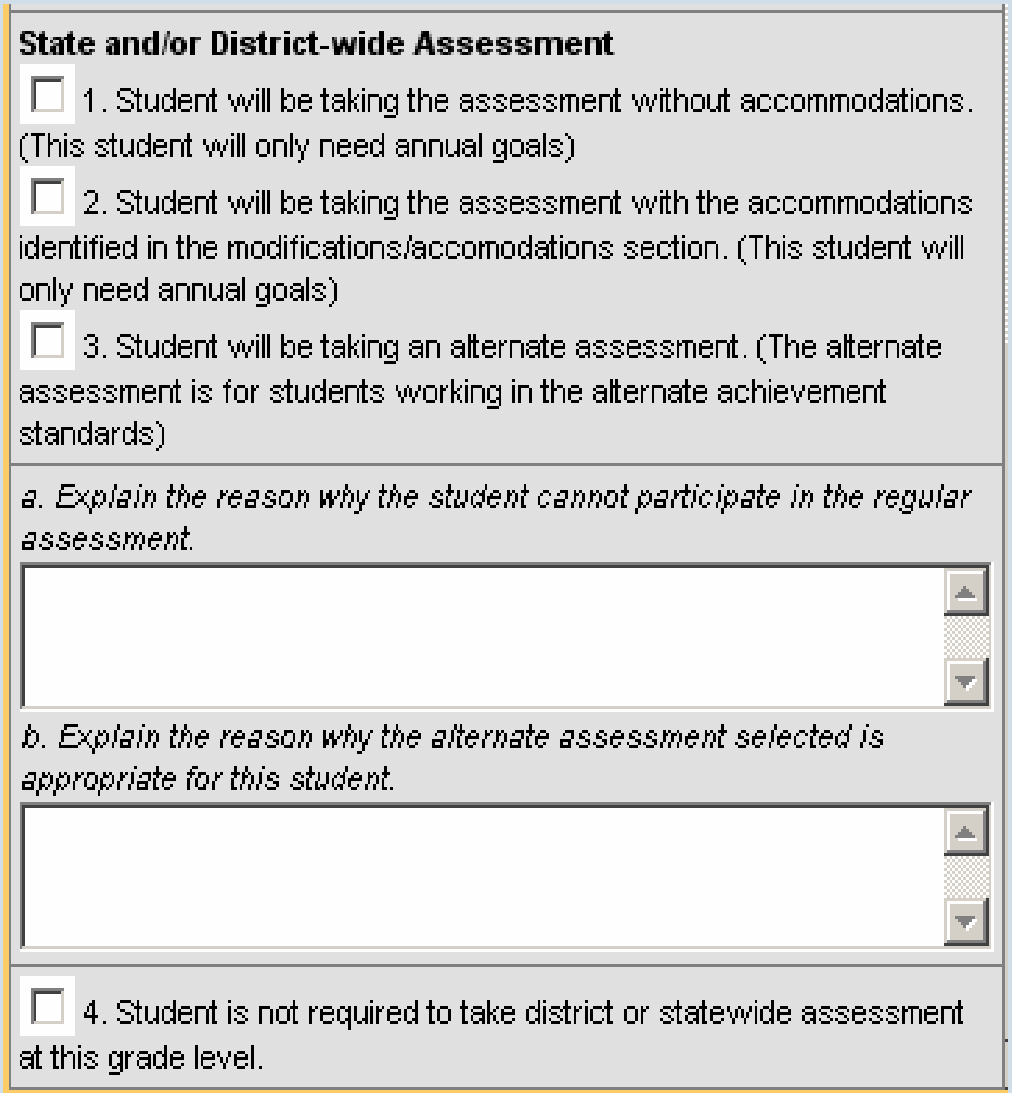
Identification of a Student with Significant Disability

- The student has an active IEP with annual goals and short term objectives/benchmarks which focus on **alternate content standards**; and
- the student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement); and
- the student primarily requires direct and extensive instruction to acquire, maintain, generalize and transfer skills done in naturally occurring settings of the student's life. (e.g. school, community, home, vocational/career, and recreation and leisure)

Coding in SIMS



Identification on IEP



State and/or District-wide Assessment

☐ 1. Student will be taking the assessment without accommodations. (This student will only need annual goals)

☐ 2. Student will be taking the assessment with the accommodations identified in the modifications/accomodations section. (This student will only need annual goals)

☐ 3. Student will be taking an alternate assessment. (The alternate assessment is for students working in the alternate achievement standards)

a. Explain the reason why the student cannot participate in the regular assessment.

b. Explain the reason why the alternate assessment selected is appropriate for this student.

☐ 4. Student is not required to take district or statewide assessment at this grade level.

- Student either takes regular assessment with or without modifications

OR

- Student takes alternate assessment (Dakota STEP-A and STAARS-W)

Identification on IEP

- If student takes alternate assessment, complete justification statements
  - Explain the reason why the student cannot participate in the regular assessment
  - Explain the reason why the alternate assessment selected is appropriate for this student

Dakota STEP-A

- Statewide alternate assessment (formerly STAARS)
- Grade specific K-12
- Test window: February 6 – March 17

Dakota STEP-A composition

- Rating Scale, completed by 2 raters

  Contains:
  - Reading aligned to grade level alternate content standards
  - Math aligned to grade level alternate content standards
  - Social studies aligned to updated functional standards K-12
  - Science will be added in ‘07

- Body of Evidence composed of:
  - 4 Reading submissions (1 per each indicator)
  - 5 Math submissions (1 per each strand)

Body of Evidence Rubric

- Components of rubric are taken from descriptors
  - Breadth of standards
  - Complexity
  - Accuracy
  - Level of support
  - Frequency of performance
  - Setting
- Breadth of standards rated by subject area
- All other areas rated per indicator/strand

Body of Evidence Rubric

- Complexity level weighted most heavily

Complexity Level	Student demonstrates skills based on *Advancing* level skills.	Student demonstrates skills based on *Applying* level skills.	Student demonstrates skills based on *Developing* level skills.	Student demonstrates skills based on *Introducing* level skills.	Required evidence of student performance was not submitted or was unclear.

Body of Evidence Rubric

Accuracy	Student demonstrates 80-100% accuracy on the skill.	Student demonstrates 25-79% accuracy on the skill.	Student demonstrates 0-24% accuracy on the skill.	Required evidence of student performance was not submitted or was unclear.
Level of Support	Student demonstrates the skill without support. (80-100% independent)	Student demonstrates the skill with minimal support. (25-79% independent)	Student demonstrates the skill with extensive support. (0-24% independent)	Required evidence of student performance was not submitted or was unclear.
Frequency of Performance	Student demonstrates the skill consistently. (3 or more times)	Student demonstrates the skill more than once. (2 times)	Student demonstrates the skill once.	Required evidence of student performance was not submitted or was unclear.
Setting	Student demonstrates the skill in multiple settings. (3 or more settings)	Student demonstrates the skill in more than one setting. (2 settings)	Student demonstrates the skill in one setting.	Required evidence of student performance was not submitted or was unclear.

Body of Evidence

- Need to identify specific indicator/strand
- Should relate back to IEP as a skill the student has received instruction on throughout the year
- Collection of data can cover multiple indicators/strands

Relating Current IEP to Alternate Standards

2004-2005 **Student Name: Shannon (grade 8)**	**Title of personnel responsible** **Special Educator, Paraprofessional Staff**

Measurable Annual Goal #____1____

Shannon will respond to verbal cues to demonstrate mathematics concepts.

•**Short Term Instructional Objectives**	•**Procedure Code/Codes**	**Progress Code**	
1. When provided with a switch adapted activity and a verbal cue, Shannon will recreate a given 3 piece pattern (shapes on computer, musical sounds, rub hand over tactile patterns) in 60% of all trials for one month. *(relates to patterns, could fall under Algebra Indicator 2 or 3 #3 Interpret and develop mathematical models)*			
2. Shannon will activate a switch to participate in counting during calendar tasks 60% of all trials for one month. *(relates to measurement, could fall under Measurement Indicator 1 #1 Apply measurement concepts in practical applications.)*			
3. When a task is presented (quarter in a gumball machine, pencil in a pencil sharpener) Shannon will use a switch to indicate what the outcome will be in 60% of all trials for one month.. *(relates to cause/effect, could fall under Statistics and Probability Indicator 2 #2 Apply the concepts of probability to predict events/outcomes and solve problems.)*			

•*** See accommodations checklist for specific goal accommodations.**

Moving to Standards Based Goals

2005-2006 **Student Name: Shannon (grade 8)**	**Title of personnel responsible** **Special Educator, Paraprofessional Staff**

<u>Measurable</u> Annual Goal #____<u>1</u>____

Shannon will create or select the appropriate mathematical representations when presented with a problem.

•**Short Term Instructional Objectives**	•**Procedure Code/Codes**	**Progress Code**	
1. Shannon will recreate a given 3 piece pattern (shapes on computer, musical sounds, rub hand over tactile patterns) in 60% of all trials for one month. *(relates to patterns, could fall under Algebra Indicator 2 or 3* *#3 Interpret and develop mathematical models)*			
2. Shannon will select the appropriate calendar representation when posed a question in 60% of all trials for one month. *(relates to measurement, could fall under Measurement Indicator 1* *#1 Apply measurement concepts in practical applications.)*			
3. When a task is presented (quarter in a gumball machine, pencil in a pencil sharpener) Shannon will indicate the outcome in 60% of all trials for one month. *(relates to cause/effect, could fall under Statistics and Probability Indicator 2* *#2 Apply the concepts of probability to predict events/outcomes and solve problems.)*			

•*** See accommodations checklist for specific goal accommodations.**

Assessment Training

- Pre-test workshops
  - January 9- Rapid City
  - January 10- Pierre
  - January 11- Aberdeen
  - January 12- Sioux Falls

Video Example of Alternate Content Standard Reading Gr. 9

Students are able to use pre-reading strategies to increase comprehension

Introducing-Students are able to name pre-reading strategies to increase comprehension. They are working on the following target skills

-Attend to a book being read

-Use a switch to activate book on tape

-Make multi-sensory connections

Video Example of Alternate Content Standard Reading Gr. 8- Jodie

Students are able to read and answer questions about literary selections about local cultures and history to create meaning.

Introducing: Students are able to explore and respond to picture books that depict local culture and history.

-Listen to books on tape or CD.

-Listen to abridged versions and picture books about culture and history

-Computer assisted reading.

-Book Examples:

- ***York*** **(Lewis and Clark's slave*)***
- ***Pink and Say*** **by Patricia Polacco's (Civil War)**
- ***Soldier's Heart*** **by Gary Paulsen**

Video Example of Alternate Content Standard Math Grade 5- Tyler

Students are able to use a variable to write an addition expression (2+n).

Tyler is working on the developing level with the Target skills

-Using numbers and mathematical symbols write an addition expression

- Recognize words like increase, in addition to, plus, sum, etc.

Discussion Point: Ryan

- 13 year-old middle school student
- Significant cognitive disability
- Can:
  - identify picture symbols
  - emerging sight word vocabulary of 35 words
  - answer basic recall questions
  - independently write personal information
  - basic computer use
  - speaks using 2-3 word phrases

IEP goals for Ryan:

- Increase reading vocabulary words
- Identify picture symbols related to curriculum
- Increase reading/listening comprehension
- Express thoughts in writing with words and picture symbols
- Increase task completion

General Education Standard- Reading Gr. 8 **Students are able to use reading strategies to comprehend the meaning of words and text.**		
Alternate Content Standard- Reading Gr. 8 **Students are able to ask questions and make connections to comprehend the meaning of words and texts.**		
Descriptor	**Target Skills**	Ryan's Target Skills
Advancing: Students are able to retell, using important information from the text. **Applying:** Students are able to ask questions and make connections to comprehend the meaning of words and texts. **Developing:** Students are able to make personal connections to comprehend words and texts. **Introducing:** When asked a question, students are able to select the correct response.	•Use three or more details when retelling a story. •Tell about favorite part of the story. •Draw pictures to retell. •Sequence the story using 3-5 cards. •Ask "I wonder . . ." questions. •Make personal connections to the story (draw, tell, connect). •Recognizes familiar pictures from a story. •Tells personal connections to the story. •Matches words to words or objects. •Looks at book and reader when being read a story. •Listens to story on computer or tape. •Responds to picture cues. •Explores and responds to a book.	

Discussion Point: Brian

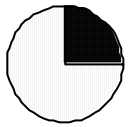
- 15 year old student
- Diagnosis of Cerebral Agenesis, Hydrocephaly, Cerebral Palsy, Seizures and GERD
- Limited movement of the head, arms and legs and received nutrition with a gastrostomy tube
- Requires assistance to use switches to manipulate and participate in activities.

Brian’s IEP focuses upon:

- Increasing his ability to respond to various types of activities through alerting, visually fixing on an object and auditory responses
- Increasing his expression of basic needs

General Education Standard- Math Gr. 9-12
Students are able to identify multiple representations of a real number.

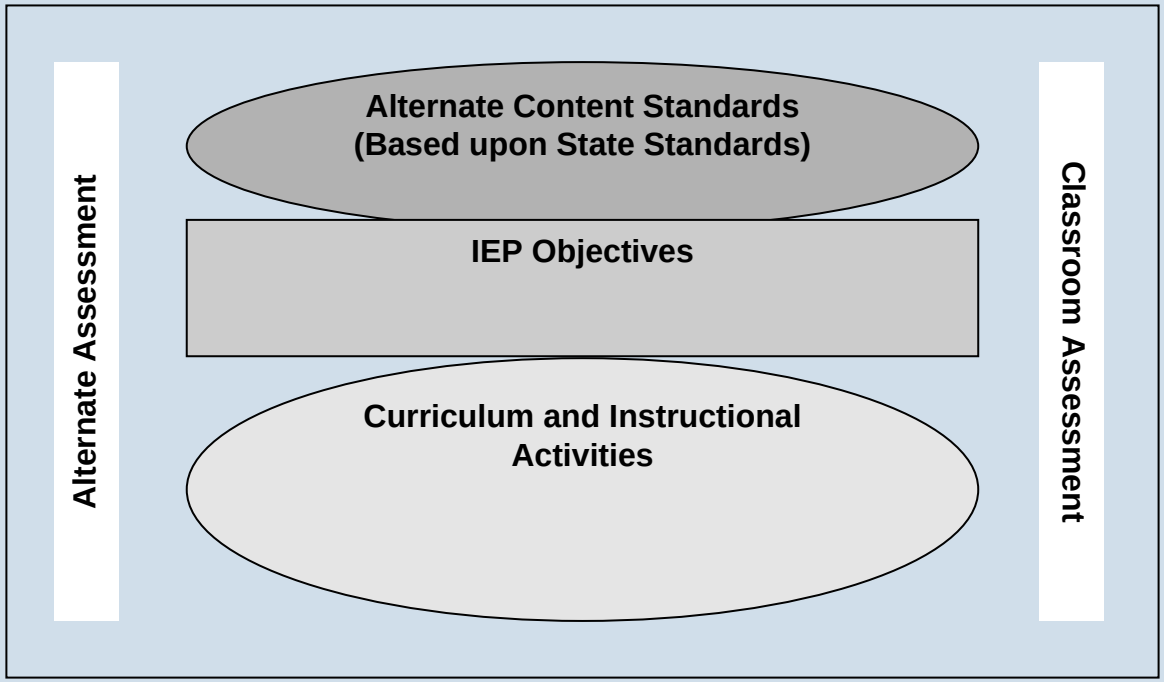
Alternate Content Standard- Math Gr. 9-12
Students are able to identify equivalent representations of numbers using fractions, decimals, diagrams, and percents

Descriptor	**Target Skills**	Brian's Target Skills
Advancing: Students are able to identify equivalent representations of numbers using fractions, decimals, diagrams, percents, and numbers with exponents. **Applying:** Students are able to identify equivalent representations of numbers using fractions, decimals, diagrams, and percents. **Developing:** Students are able to identify equivalent representations of numbers using decimals, diagrams, and percents. **Introducing:** Students are able to identify equivalent representations of numbers using decimals and diagrams.	$4 = 8/2 = 10-6 = 22$ ½ = ? = ?% .5 = ? %  Shaded area of the circle below =? ½ 1 ¼ ¾	

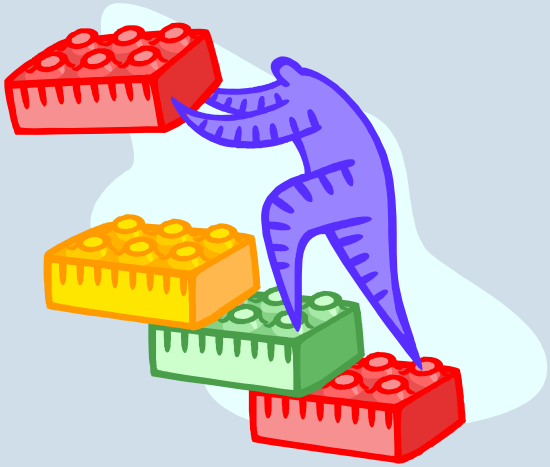
Content of the IEP for students with significant cognitive disabilities:

- Should be based upon access to the general education curriculum and not exclusively on a functional curriculum (US Department of Education, 2005).
- Essential that the IEP merges with standards-based curricula and assessment (Kleinert & Farmer-Kearns, 2001)

Access to General Education Curriculum for Students with Significant Cognitive Disabilities



Four Steps to Access



1. Identify the appropriate standard(s)
2. Define the outcome(s) of instruction
3. Identify the instructional activities
4. Target specific objectives from the IEP

[Adapted – Kearns, Burdge and Kleinert (in press) from National Alternate Assessment Center, 2005)]

Step 1

- **Identify the appropriate standard(s)**
  - Grade Level
  - State Alternate Content Standard
  - Determine Target Skills

Step 2

- **Define the outcome(s) of instruction**

  - Outcomes for all students

  - Prioritized outcomes for students with IEPs

  - Supports typically used for student with IEP

Step 3

- **Identify the instructional activities**
  - Instructional activities for all students
  - Active participation for students with IEP
  - Previously identified and/or additional supports specific to instructional activities

Active Participation

- Must be meaningful
- Is based on student strengths
- Moves student towards learning of prioritized outcomes/grade level content standard

(National Alternate Assessment Center, 2005)

Determine Supports Needed

- Refer to the supports listed on IEP
- Select the supports that will help the student participate meaningfully
- Identify any additional supports that are needed to match the instructional task and environment
- Possibly create a menu of support ideas

(National Alternate Assessment Center, 2005)

Guiding Questions for Selecting Supports

- Is the student actively participating in each part of the instructional activity?
- What is needed to engage the student in instruction?
- Does the student have a means to demonstrate the knowledge, skills, concepts acquired?

(National Alternate Assessment Center, 2005)

Step 4

- **Target specific objectives from the IEP**
  - Instructional activities
  - Embedded standards based objectives
  - Other embedded objectives

(National Alternate Assessment Center, 2005)

Stepwise Process to Accessing Grade Level Content Standards and Curriculum		
1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the state standard?	What is the grade level standard?	What is the standard all about?
2. DEFINE THE OUTCOME(S) OF INSTRUCTION FROM THE INSTRUCTIONAL UNIT ON _____.		
What are the desired outcomes for all students in general education? What will classroom based assessment look like?	Which outcomes will be prioritized for direct instruction and monitoring for the target student with significant cognitive disabilities? What will formative assessment look like?	What supports (already identified or additional) would be necessary for the target student to access the instruction?
3. IDENTIFY THE INSTRUCTIONAL ACTIVITIES TO BE USED IN THE UNIT.		
What are the instructional activities planned for all students?	How can the student actively participate in the instructional activities?	What supports (already identified or additional) would help the student access the instruction?
4. TARGET SPECIFIC OBJECTIVES FROM THE IEP TO ADDRESS DURING THE UNIT.		
Which of the instructional activities provide opportunity to work on objectives?	What IEP objectives re: the general curriculum can be addressed within the instructional activities?	What other IEP objectives can be addressed within the instructional activities?

Reading Example: Ryan

- 13 year-old middle school student
- Significant cognitive disability
- Can:
  - identify picture symbols
  - emerging sight word vocabulary of 35 words
  - answer basic recall questions
  - independently write personal information
  - basic computer use
  - speaks using 2-3 word phrases

8th Grade Reading Alternate Content Standard:

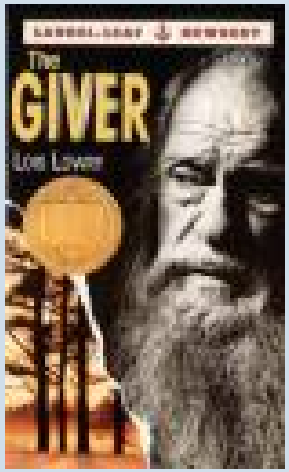
- Step 1- Identify the standard the instructional unit will address

Students are able to ask questions and make connections to comprehend the meaning of words and texts

Step 2: Outcomes Based on Instructional Unit on *The Giver*

All Students

- Identify unfamiliar vocabulary from the text using sound-letter correspondence, sentence structure, context, and graphics
- Explain the meaning of identified vocabulary words from each chapter
- Identify vocabulary words with multiple meanings and the meaning applicable to the context of this book



Ryan

- Identifying unfamiliar vocabulary from the text using graphics and context
- Explain the meaning of those same vocabulary words by matching to a picture representing the concept.
- Ryan will have fewer vocabulary words but will be exposed to the entire book

(National Alternate Assessment Center, 2005)

Supports for Ryan:

- Ryan's IEP has identified the following supports
  - picture symbols
  - pictures
  - text reader
  - scribe as supports

Ryan's Sample Form: Step 2

2. DEFINE THE OUTCOME(S) OF INSTRUCTION FROM THE INSTRUCTIONAL UNIT ON _____.		
What are the desired outcomes for all students in general education? What will classroom based assessment look like?	**Which outcomes will be prioritized for direct instruction and monitored for the target student with significant cognitive disabilities? What will formative assessment look like?**	**What supports (already identified or additional) would be necessary for the target student to access the instruction?**
- Identify unfamiliar vocabulary from the text using sound-letter correspondence, sentence structure, context, and graphics - Explain the meaning of identified vocabulary words from each chapter - Identify vocabulary words with multiple meanings and the meaning applicable to the context of this book	- identifying unfamiliar vocabulary from the text using graphics and context - explaining the meaning of those same vocabulary words by matching to a picture representing the concept. He will have fewer vocabulary words but will still be exposed to the entire book.	picture symbols, pictures, text reader, and scribe as supports (National Alternate Assessment Center, 2005)

Step 3:Instructional Activities

All Students

- Read each chapter aloud in class – students would take turns reading aloud and demonstrate they were listening by following along in the book and participating in class discussions/questions.

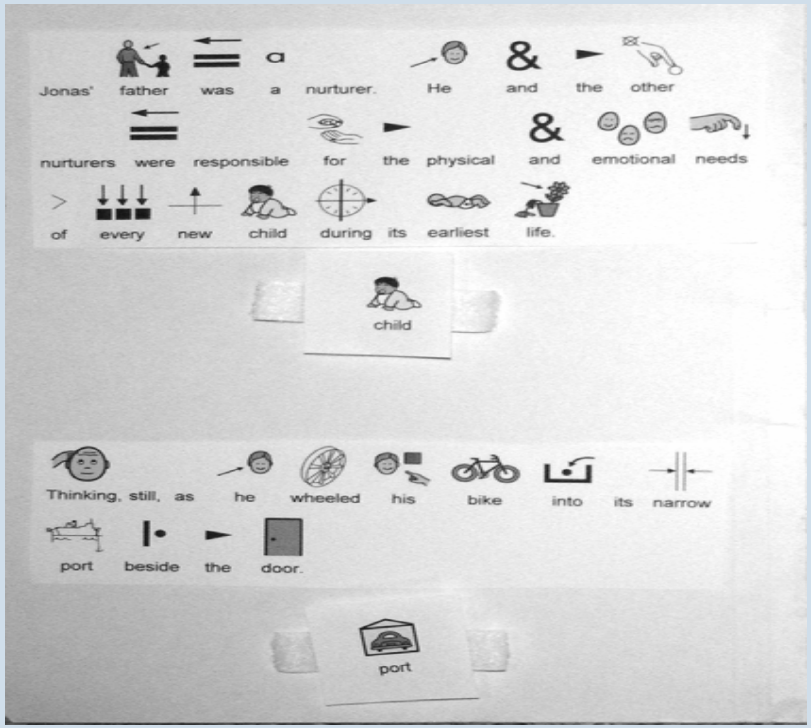
Ryan

- Ryan will listen to the chapter being read – he will demonstrate engagement by looking at pictures that correspond to the text (i.e., picture of a boy, family, jobs, bike, etc.).

(National Alternate Assessment Center, 2005)

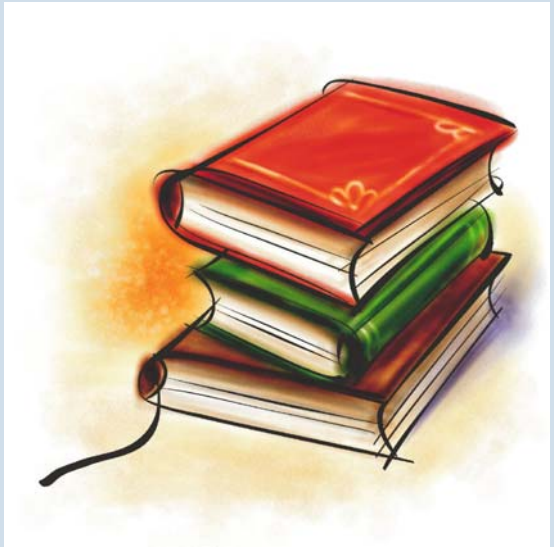
Step 4: TARGET SPECIFIC OBJECTIVES FROM THE IEP TO ADDRESS DURING THE UNIT.		
Which of the instructional activities provide opportunity to work on objectives?	**What IEP objectives re: the general curriculum can be addressed within the instructional activities?**	**What other IEP objectives can be addressed within the instructional activities?**
1.Take a turn reading a small section of a chapter providing the text paired with symbols 2.Answer selected questions during class discussion 3.Match words to definition in complete sentences. 4.All the activities that require a finished product.	1.Identifying picture symbols 2.Working on reading/listening comprehension and monitor 3.Increasing reading vocabulary words	4. Task completion can be monitored during all activities.

Examples of Instructional Activities: Ryan



(National Alternate Assessment Center, 2005)

Research regarding teaching students with significant cognitive disabilities:



- Have not yet tried to teach this population to read (Kliewer& Bilken, 2001; Joseph & Seery, 2004 in Browder, 2005).
- Strongest evidence for teaching sight words (functional).
- Emerging support for teaching literacy (Otaiba & Hosp, 2004; Koppenhaver, Erickson & Skotko, 2001; Ryndak, Morrison & Sommerstein, 1999 in Browder 2005)

Research regarding teaching students with significant cognitive disabilities:

- Some evidence for teaching computation skills and data compilation and graphing skills.
- Strong evidence for teaching students to use money in context of making a purchase.
- Know least about teaching geometry, spatial sense, and algebra for this population.
- Science area with least amount of research

Recommendations for Reading Instruction:

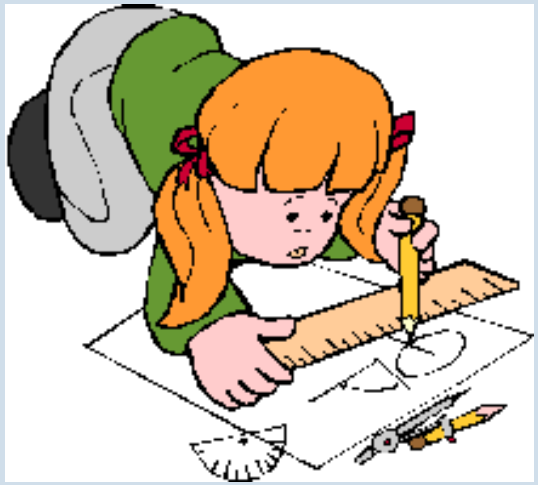
- Address all five components of reading
- Apply systematic prompting and fading where appropriate
- Use age/grade appropriate literature and social supports for story reading

(Browder, 2005)

Recommendations for Math Instruction:

- Use real life mathematics activity to provide meaningful context
- Use systematic prompting and fading where applicable
- Teach big ideas, prioritized objectives and conspicuous strategies
- Address multiple areas of content, but also processes like problem solving and making connections

(Browder, 2005)



Recommendations for Science Instruction:

- Use a “hands-on” approach to teaching science
- Use real life activities

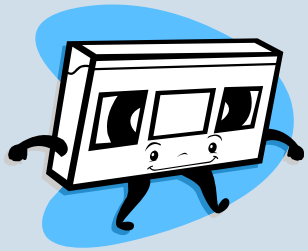
(Browder, 2005)

Standards-based instruction for students with significant cognitive disabilities

- New area of research- don’t have all the answers
- Field is evolving
- Teachers should retain and utilize:

--effective instructional strategies
--lessons learned from past curriculum trends

Thank you to the Video Contributors:



- Tammi Waltjer Haverly, the staff, and the Students at Children's Care Hospital and School who participated in the video project
- Staff and Students from the Sioux Falls School District who participated in the video project
- National Alternate Assessment Center

Resources

- Denham, A. (2004). Pathways to Learning for Students with Cognitive Challenges. It can be accessed at (http://www.ihdi.uky.edu/edu/IEI/)
- TASKS: Teaching All Students in Kentucky Schools (1998), developed by Dyer & Kearns. It can be accessed at http://www.ihdi.uky.edu/ksc%2Dtasks/.
- National Alternate Assessment Center and can be accessed at (www.naacpartners.org)

Resources

- Access Center Webinar by Dr. Downing presented ways to make abstract core curriculum (K-8) relevant and meaningful to students with significant and multiple impairments, visit http://www.k8accesscenter.org/online_community_area/Webinar.asp#pastwebinars

- National Instructional Materials Accessibility Standard (NIMAS) for information on how to digitize educational materials, visit http://nimas.cast.org

- UNC Charlotte Access to the General Curriculum website http://education.uncc.edu/access

- For information about children and youths who are deaf-blind, visit http://www.dblink.org

Resources

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- **Kluth, P., Straut, D.M., & Biklen, D.P. (Eds., 2003). *Access to academics for all students: Critical approaches to inclusive curriculum, instruction, and policy*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.**

- **Ryndak, D.L., & Alper, S. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings* (2nd ed.). Boston: Allyn and Bacon.**

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- **Kleinert, H & Farmer Kearns, J. (2001) *Alternate assessment: Measuring outcomes and supports for students with disabilities.* Paul H. Brookes Publishing Co.**

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